



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11405 N Dysart Rd, El Mirage, AZ 85335

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Patricia A. Buck  
Schedule : 7:30 AM to 4:30 PM  
Grades : K-8  
2004 Enrollment : 1091  
Web Address : dysart.org  
Phone Number : (623) 876-7100  
Fax Number : (623) 876-7137  
E-mail : pbuck@dysart.org

### Mission

Dysart Elementary is dedicated to the highest academic and behavioral standards while working cooperatively with parents and the community. Our goal is to provide every opportunity for students to reach their goals and dreams as successful citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students at Dysart Elementary School will gain at least one year growth in reading as measured by the Direct Reading Assessment.
- ü Teachers at Dysart Elementary School will ensure that all students are participating in literacy building activities at least 50% of the day.
- ü The students at Dysart Elementary School will demonstrate at least a one year growth in math as measured by the district adopted cumulative Houghton Mifflin math assessment.
- ü The students at Dysart Elementary School will demonstrate at least a 3 point gain on a writing sampled as measured by NWREL's Six-Trait Writing Rubric.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1339  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 70

## Instructional Programs

- ü Core Knowledge Sequence
- ü Zoo-phonics
- ü Four Blocks Language Arts Instruction
- ü Turning Points/Middle School Philosophy
- ü After-School Tutoring
- ü Coca Cola Valued Youth Tutoring Program
- ü Special Education Inclusion Program

## Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/28/2005

## Shared Responsibilities

### School

DES faculty and staff are to: maintain high academic and behavioral standards, promote and reinforce outstanding citizenship, initiate frequent parent contacts, maintain open lines of communication, and provide a safe learning environment.

### Parents

Parents are to: send their children to school on time, every day, provide their children with uniforms and supplies, provide a quiet place for homework, attend all school programs and activities, and work cooperatively to solve problems.

## Transportation Policy

Students living over one mile from the school are provided bus transportation. Special needs students who qualify may also ride the bus. Transportation Rules of Conduct are strictly enforced to ensure the safety of all students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Wal-Mart Teacher of the Year	2004
ü Units Published and Presented-National Core Conference	2004
ü Recipient of Sam's Club Literacy Grant	2003
ü Second Place Winner Westside Impact Math Challenge	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	1073	75509	100	99	100	496	499	521	21	21	13	32	30	23	33	33	33	13	17	31
All Students (Prior Year)	162	911	75372	100	100	100	496	497	523	18	19	9	41	35	25	31	31	36	11	15	30
Female	69	493	37013	100	99	100	497	501	522	17	21	12	38	29	24	28	29	33	17	20	31
Male	77	580	38430	100	99	99	496	497	521	25	21	14	28	30	22	38	35	33	10	14	31
African American	10	95	3660	100	99	99	493	484	496	25	28	24	25	36	31	25	23	28	25	13	18
Hispanic	74	438	30486	100	98	99	489	486	505	20	27	18	41	35	29	33	27	32	6	11	21
Asian/Pacific Islander	NC	24	1780	NC	100	98	NC	518	549	NC	5	5	NC	27	13	NC	45	33	NC	23	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	59	502	35192	100	99	99	504	507	534	22	17	8	26	26	19	33	37	35	19	20	39
Students with Disabilities	22	149	9708	100	100	100	494	460	489	40	54	32	30	23	27	20	18	24	10	5	17
Students without Disabilities	124	924	65801	98	98	98	497	503	525	19	18	11	33	30	23	35	34	34	13	18	33
Limited English Proficient Students	23	169	16928	100	100	100	NA	421	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	--	18	750				--	494	499	--	0	21	--	50	29	--	50	30	--	0	20
Economically Disadvantaged	93	576	36411				491	488	503	27	27	19	30	32	29	33	29	32	10	12	20
Non-Economically Disadvantaged	53	497	39040				504	508	534	13	15	8	36	27	19	34	36	34	17	21	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	1073	75492	100	99	100	505	509	519	19	17	12	21	19	16	48	46	47	12	18	24
All Students (Prior Year)	162	899	75221	100	100	100	506	507	523	19	17	8	22	23	16	45	50	56	14	10	21
Female	69	495	37014	100	100	100	508	513	523	17	15	10	19	19	15	53	44	48	11	23	27
Male	78	578	38400	100	99	99	503	506	516	21	20	14	23	20	17	44	47	47	13	14	21
African American	10	95	3665	100	99	99	494	500	505	22	21	20	11	27	22	67	43	43	0	9	14
Hispanic	75	437	30438	100	98	99	502	500	508	20	25	17	27	20	21	45	43	47	8	12	15
Asian/Pacific Islander	NC	24	1773	NC	100	98	NC	530	534	NC	5	4	NC	9	10	NC	55	50	NC	32	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	59	503	35177	100	99	99	510	515	528	19	14	8	17	18	13	46	47	49	19	22	31
Students with Disabilities	23	150	9707	100	100	100	487	471	495	36	56	33	18	17	21	36	23	33	9	4	13
Students without Disabilities	124	923	65785	98	98	98	507	514	522	17	13	10	21	20	16	49	48	49	13	20	26
Limited English Proficient Students	24	169	16905	100	100	100	NA	438	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	19	763				--	518	499	--	0	21	--	67	30	--	0	40	--	33	8
Economically Disadvantaged	94	578	36302				496	500	507	28	26	18	25	21	21	40	41	46	7	13	14
Non-Economically Disadvantaged	53	495	39164				518	517	528	6	10	8	15	18	13	60	50	48	19	22	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1062	75053	100	98	99	562	574	597	9	10	7	13	12	12	75	72	72	3	6	9
All Students (Prior Year)	162	863	73654	100	96	99	506	512	530	19	18	9	26	21	13	54	59	70	1	2	7
Female	69	492	36872	100	99	99	585	601	621	6	7	5	9	8	9	81	76	74	4	8	12
Male	75	570	38109	99	97	99	541	551	573	12	12	10	17	15	14	69	68	69	2	4	6
African American	10	95	3636	100	99	99	511	561	568	22	12	12	11	18	16	67	65	67	0	5	6
Hispanic	75	433	30235	100	97	98	567	555	575	12	13	9	6	14	14	82	69	70	0	4	6
Asian/Pacific Islander	NC	24	1768	NC	100	98	NC	582	651	NC	5	3	NC	5	5	NC	86	72	NC	5	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	56	496	35028	95	98	99	566	586	613	4	8	6	22	10	10	69	75	73	6	6	11
Students with Disabilities	23	149	9625	100	100	100	495	476	530	27	32	21	18	24	21	55	44	55	0	0	4
Students without Disabilities	121	913	65428	96	97	98	569	586	604	7	7	6	13	11	11	77	76	73	3	7	10
Limited English Proficient Students	24	164	16765	100	100	100	NA	374	525	NA	100	17	NA	0	20	NA	0	60	NA	0	2
Migrant Students	--	18	752				--	583	562	--	0	9	--	0	18	--	100	68	--	0	5
Economically Disadvantaged	92	569	36077				544	551	566	14	13	10	15	15	16	70	66	69	2	5	5
Non-Economically Disadvantaged	52	493	38950				587	594	618	2	7	5	11	9	9	83	77	73	4	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	939	76019	100	100	100	480	479	499	22	22	14	41	43	39	14	13	14	23	21	33
All Students (Prior Year)	122	855	76230	100	100	100	471	470	498	24	26	12	53	47	38	5	11	12	18	17	37
Female	63	452	37207	100	98	100	470	480	499	27	20	12	41	46	41	16	14	14	16	20	33
Male	63	481	38677	100	100	100	489	479	498	17	24	15	40	41	38	12	12	13	31	23	34
African American	14	92	3817	100	97	100	474	468	475	15	22	23	46	52	47	31	13	11	8	13	18
Hispanic	64	379	29458	100	98	100	471	462	480	30	34	20	37	45	48	11	9	12	22	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	497	466	NC	13	28	NC	44	49	NC	6	10	NC	38	13
White	41	418	35880	95	100	100	490	493	515	15	15	7	44	39	32	13	17	16	28	28	45
Students with Disabilities	17	115	9786	100	100	100	444	436	457	50	54	39	40	35	40	0	7	7	10	4	13
Students without Disabilities	109	824	66233	99	99	99	483	482	503	19	20	11	41	44	39	15	14	14	25	23	35
Limited English Proficient Students	21	143	15206	100	100	100	434	430	459	50	57	31	33	40	53	17	3	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	86	499	35714				477	467	480	25	31	20	40	44	47	12	9	12	24	15	20
Non-Economically Disadvantaged	40	440	40266				485	491	513	17	14	9	43	42	33	17	17	15	23	27	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	941	76020	100	100	100	499	498	503	36	33	25	20	21	23	36	38	40	8	7	12
All Students (Prior Year)	121	847	76202	100	100	100	493	499	505	35	28	19	29	28	24	35	37	46	1	7	11
Female	63	453	37213	100	98	100	494	499	504	42	27	22	20	22	23	32	44	42	6	8	13
Male	63	482	38666	100	100	100	503	497	501	30	38	29	20	21	22	40	34	38	10	7	12
African American	14	92	3819	100	97	100	493	492	494	46	39	37	8	24	26	46	34	31	0	2	6
Hispanic	64	379	29442	100	98	99	498	491	494	42	45	37	22	22	26	27	28	31	9	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	499	489	NC	19	48	NC	38	25	NC	44	24	NC	0	3
White	41	420	35890	95	100	100	501	505	511	27	23	15	19	18	20	43	48	48	11	11	18
Students with Disabilities	17	118	9784	100	100	100	487	476	485	57	72	58	0	12	19	43	15	19	0	0	4
Students without Disabilities	109	823	66236	99	98	99	499	500	504	34	29	23	22	22	23	35	40	42	9	8	13
Limited English Proficient Students	21	144	15198	100	100	100	476	476	483	100	79	59	0	18	25	0	3	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	86	499	35703				499	493	494	38	42	37	20	22	26	32	30	31	9	6	6
Non-Economically Disadvantaged	40	442	40274				498	503	509	31	24	17	20	21	20	43	46	47	6	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	936	75673	98	99	100	519	508	530	9	15	12	38	32	25	51	50	58	2	3	4
All Students (Prior Year)	122	812	74692	100	100	99	476	482	502	28	29	18	35	32	27	37	36	47	0	3	8
Female	62	451	37099	98	98	100	524	525	548	2	9	8	43	32	22	55	55	64	0	4	6
Male	62	479	38441	98	100	99	515	493	513	16	20	16	33	33	29	47	46	52	4	1	3
African American	14	92	3791	100	97	99	527	509	506	15	12	18	15	31	29	69	56	50	0	1	3
Hispanic	63	377	29305	98	98	99	532	491	507	5	17	16	41	39	31	50	43	51	5	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	NC	17	4707	NC	100	100	NC	550	492	NC	13	19	NC	27	33	NC	40	46	NC	20	1
White	41	418	35760	95	100	99	501	520	550	14	14	9	43	29	21	43	54	64	0	4	6
Students with Disabilities	17	117	9706	100	100	100	518	447	462	17	38	36	33	34	32	50	28	31	0	0	1
Students without Disabilities	107	819	65967	97	98	99	519	513	536	9	13	10	38	32	25	51	52	60	2	3	5
Limited English Proficient Students	21	144	15115	100	100	100	454	446	471	17	41	26	83	40	38	0	19	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	85	497	35541				521	499	504	8	18	17	39	33	31	50	48	50	3	1	2
Non-Economically Disadvantaged	39	439	40091				516	518	550	12	12	9	35	31	21	53	52	64	0	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	833	75001	100	100	99	448	449	468	54	50	37	34	36	36	8	11	16	4	3	10
All Students (Prior Year)	103	651	71167	99	99	99	433	441	463	66	57	38	31	34	41	2	8	14	0	1	7
Female	45	410	36846	98	99	99	447	451	468	51	47	36	38	38	38	8	11	16	3	3	10
Male	55	419	37974	100	99	99	449	447	467	57	53	39	30	33	34	9	11	16	5	3	11
African American	11	76	3720	100	96	98	445	439	446	60	61	53	20	28	33	10	8	9	10	3	4
Hispanic	47	356	26675	98	97	98	442	440	448	51	58	52	46	33	34	3	6	10	0	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	NC	12	4731	NC	100	98	NC	438	438	NC	67	61	NC	17	30	NC	8	7	NC	8	2
White	38	363	37785	100	99	99	453	459	482	59	42	25	26	40	39	9	15	21	6	4	15
Students with Disabilities	17	111	8802	100	100	100	405	405	418	83	87	79	17	11	16	0	2	3	0	0	1
Students without Disabilities	83	722	66199	95	97	99	452	452	472	52	47	34	35	38	38	9	11	17	4	3	11
Limited English Proficient Students	11	131	11710	100	100	100	421	421	429	67	80	70	33	18	25	0	1	4	0	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	60	440	29814				442	438	448	57	60	53	33	31	33	8	8	10	2	1	4
Non-Economically Disadvantaged	40	393	45170				457	460	479	50	41	28	35	41	38	9	13	20	6	5	14

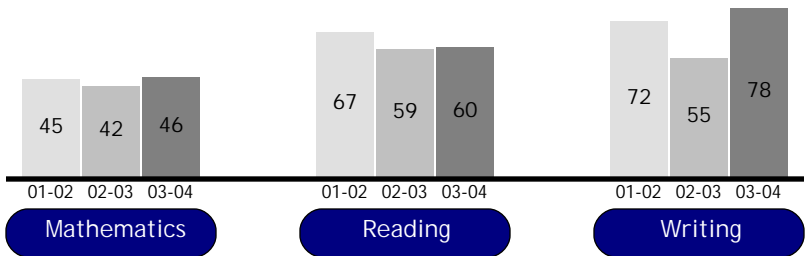
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	831	74918	100	99	99	481	487	497	44	38	32	17	19	19	30	33	35	9	10	15
All Students (Prior Year)	102	648	71100	98	99	99	487	487	502	38	35	25	27	26	21	32	33	40	4	7	15
Female	45	412	36805	98	100	99	482	493	501	46	34	28	15	19	19	26	37	37	13	10	16
Male	55	416	37936	100	98	99	481	482	493	42	42	35	19	20	18	35	30	33	5	9	14
African American	11	76	3719	100	96	98	472	482	481	50	38	43	20	20	21	20	37	29	10	6	7
Hispanic	47	354	26645	98	97	98	478	474	478	52	49	46	18	22	20	21	25	27	9	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	8	30
American Indian/Alaskan Native	NC	12	4729	NC	100	98	NC	480	468	NC	50	57	NC	8	19	NC	33	19	NC	8	4
White	38	363	37773	100	99	99	488	500	511	34	28	20	17	18	18	40	40	41	9	15	21
Students with Disabilities	17	111	8801	100	100	100	420	435	448	100	77	75	0	11	13	0	12	10	0	0	2
Students without Disabilities	83	720	66117	95	97	99	485	492	501	40	34	28	18	20	19	32	35	37	9	10	16
Limited English Proficient Students	11	131	11706	100	100	100	445	447	454	67	76	71	33	18	16	0	5	12	0	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	60	439	29785				472	474	477	51	49	47	23	22	20	21	25	26	4	4	6
Non-Economically Disadvantaged	40	392	45115				493	501	508	34	26	23	9	16	18	43	42	39	14	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	828	74503	100	99	99	493	486	491	4	9	9	34	33	32	59	52	51	4	6	8
All Students (Prior Year)	101	630	69001	97	96	96	483	473	490	18	28	17	49	44	37	33	28	45	0	0	1
Female	45	409	36686	98	99	99	517	507	506	0	5	5	20	24	29	73	63	57	8	7	9
Male	55	415	37644	100	98	98	469	465	476	7	14	13	48	42	36	45	41	45	0	4	6
African American	11	76	3677	100	96	97	484	490	475	10	10	12	30	30	36	50	55	46	10	6	5
Hispanic	47	351	26500	98	96	97	491	468	467	3	13	13	39	39	39	52	44	44	6	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	NC	12	4695	NC	100	97	NC	470	464	NC	8	14	NC	42	39	NC	42	44	NC	8	3
White	38	363	37606	100	99	99	497	501	508	3	6	6	31	28	28	66	60	56	0	7	10
Students with Disabilities	17	111	8662	100	100	100	411	393	409	20	41	37	60	44	42	20	15	20	0	0	1
Students without Disabilities	83	717	65841	95	97	98	498	494	499	3	7	7	32	32	32	61	55	53	4	6	8
Limited English Proficient Students	11	130	11608	100	100	100	505	414	430	0	31	23	33	48	47	67	21	28	0	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	60	439	29587				476	467	465	6	13	14	45	38	40	45	45	43	4	3	4
Non-Economically Disadvantaged	40	389	44898				515	506	507	0	6	7	20	27	28	77	59	55	3	8	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

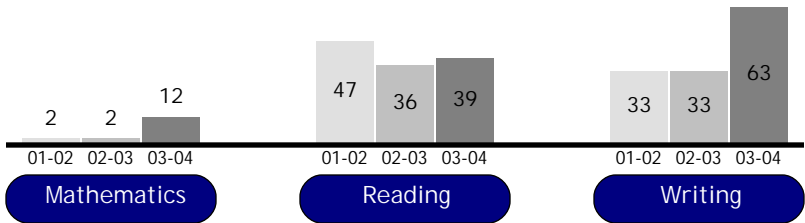
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link



## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	19	32	44	90	34	42	50	99	40	NA	58
	Language	99	21	27	39	99	26	33	43	100	33	35	50
	Mathematics	99	34	40	52	99	29	37	57	100	44	44	64
3	Reading	91	32	38	43	99	33	35	47	100	38	NA	55
	Language	91	40	47	50	99	41	42	54	100	41	50	61
	Mathematics	94	34	42	50	98	37	39	54	100	43	47	61
4	Reading	89	29	36	47	97	39	43	52	97	45	NA	56
	Language	88	33	37	45	98	37	42	48	100	42	41	52
	Mathematics	93	40	41	52	98	39	46	57	100	45	47	61
5	Reading	90	37	36	46	96	35	40	50	100	52	NA	55
	Language	90	31	33	43	98	26	34	46	99	40	39	49
	Mathematics	95	44	46	54	100	38	43	57	100	46	49	63
6	Reading	91	36	40	49	96	34	40	53	99	44	NA	56
	Language	90	30	32	42	96	26	34	45	100	31	36	48
	Mathematics	92	44	48	58	96	42	47	62	99	45	52	66
7	Reading	99	28	35	48	98	35	42	51	100	35	NA	54
	Language	99	32	35	51	100	39	47	54	100	36	44	58
	Mathematics	99	36	40	54	100	43	45	58	100	44	46	62
8	Reading	98	31	36	49	99	41	41	53	100	41	NA	55
	Language	98	31	33	46	100	42	35	49	100	38	40	52
	Mathematics	99	37	40	54	99	47	42	58	100	47	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

#### Council Duties

- ü Student Discipline
- ü Student Enrollment - Rapid Growth
- ü School Safety Issues
- ü Student Activities/Clubs
- ü Parent/Educator Relations
- ü Character Development

### Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	3.50	Teacher Aide	5.00

### Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	4	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	0	0	0
10 or more years	4	14	0	0

### Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	51
Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0

### Resources Available at School Site

#### Special Facilities

- ü Science Labs
- ü Library
- ü 2 Internet Labs
- ü Two Wilreless Laptop Labs

#### Extracurricular Activities

- ü MESA
- ü Super Saturday Math Club
- ü Student Council/NJHS/Academic Game Club
- ü Flag Football, Soccer, and Baseball
- ü Chorus/Art/Band
- ü Volleyball, Softball & Basketball
- ü Drama/Homework/Tutoring Clubs/Teen Group
- ü Cheerleading and Spirit Club

#### Social Services

- ü Counseling/Psychological Services
- ü School Resource Officer
- ü Social Worker/Sp. Ed. Social Worker
- ü Before/After School Child Care - Limited

### Indicators of Success Based on Historical Data from 2003-04

#### School Achievements/Accomplishments 2003-04

- ü Dysart Elementary School students demonstrated an increase in state test scores overall but did not achieve the desired 10 point increase targeted.
- ü Students at Dysart Elementary School were involved in literacy building opportunities at least 50% of each day. All teachers, including special area teachers, included literacy activities in their daily plans.

### Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

### Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	59	71
Grades 3-4	73	68
Grades 4-5	74	60
Grades 5-6	65	73
Grades 6-7	63	60
Grades 7-8	76	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each teacher develops and implements a class behavior management plan which is consistent with campus and district policies. A bully prevention program is being implemented as well as a character education program. Training for students is provided.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3
---

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Patti Buck	(623) 876-7100
Transportation Policy	Jane Fabrizius	(623) 876-7030
Community Resources	Cynthia Quintero	(623) 876-7100
School Nutrition Programs	Virginia Covasos	(623) 876-7122
Parent Organization	John Marr	(623) 876-7100
Student Health/Nurse	June Graeber	(623) 876-7100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.